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Bower has given us a set of principles and a technique for a survey. The book is one of the real contributions to religious education.

A study in the economic relations of women.—The Department of Research of the Women's Educational and Industrial Union, Boston, has published ten important studies to date. Volume IX of these studies has just come to hand. It is entitled *Industrial Experience of Trade School Girls in Massachusetts*.¹

This study, like its predecessors, is thoroughly scientific. It is replete with facts organized and interpreted in an intelligible manner. It contains chapters on the school problem; industrial experience of Boston trade-school girls; wages of Boston trade-school girls; industrial experience and wages of Worcester and Cambridge trade-school girls; the girl who has been trained in the trade school; industries for which trade schools train; and conclusions which are drawn for future development and adjustment. Appendix A outlines the courses and administration of the trade schools for girls in Massachusetts, and Appendix B does the same for the evening industrial schools.

A study of American agricultural colleges.—A recent bulletin of the United States Bureau of Education is one pertaining to the organization and the requirements for admission and graduation of the American agricultural colleges. It is the report of a study made by Dr. Chester D. Jarvis,² the bureau's specialist in agricultural education.

The bulletin comprises three parts. Part I deals with general discussions and tabulations concerning the government and organization, and the agricultural curricula offered by each college. Part II indicates the requirements for admission, and Part III, those for graduation.

Dr. Jarvis states that it has been prepared for the special use of persons charged with the administration of agricultural colleges. It should be of use also to secondary-school people who have need to advise students concerning the curricula, admission and graduation requirements of the various colleges.¹

A discussion of the work of the teacher.—The Macmillan Company has recently published a book² which in all probability will come to occupy an important place in the professional reading of many teachers. The volume

¹ By MAY ALLISON and others. Washington, D. C.: The United States Bureau of Labor Statistics, 1917. Pp. 275. \$0.80.

² *American Agricultural Colleges*. Washington, D. C.: Bureau of Education, Bulletin, 1918, No. 29. Pp. 125. \$0.15.

¹ The foregoing reviews were contributed by W. G. Reeder, Fellow in Education, University of Chicago.

² S. E. DAVIS, *The Work of the Teacher*. New York: Macmillan, 1918. Pp. xvi+342.

is concerned with the teacher *as a teacher*. It deals primarily with the technical responsibilities of her occupation. Special consideration is given to the assignment, the recitation, the study-period, measuring the work of the school, attendance, records, reports, the teacher's relation to the curriculum, the teacher and educational statistics, and the teacher in relation to external elements. At the end of each chapter is a long list of exercises, questions, and problems, as well as a brief list of readings. The discussion is modern throughout. Much use is made of similar books in the field. While the book contains no specific contributions, it does place the old and familiar before the reader in an attractive way.

A new textbook in the field of political economy.—A handicap which the advocates of political economy in the secondary school have never been able to overcome in a satisfactory way is the lack of a suitable textbook in the field. All the attempts to date in the matter of textbooks in economics adapted to secondary students seem to have fallen short in many respects, the outstanding one being the absence of concrete material. Since this fact is so well known, one might suppose that very recent books would attempt to rectify it. Such, however, does not seem to be true, if one is to base his judgment of present-day tendency on Professor Carver's most recent publication,¹ which deals largely with principles, as the title suggests. Inasmuch as this book does not claim to be especially adapted to the secondary field, it cannot be judged wholly from this angle. In Professor Carver's own words the purpose of the book is "to examine the economic foundations of our national strength and to point out some of the more direct methods of improvement, to the end that our democratic nation, and all democratic nations, may grow prosperous and great in all the elements of national greatness."

Seven large topics are treated in the discussion. They are: reform, public finance, consumption of wealth, distribution of wealth, exchange, production, and underlying conditions of national prosperity. From two to fourteen chapters all devoted to these topics. Subjects of vital economic importance to national and individual prosperity are treated in each chapter. While the book seems a little heavy and bulky for high-school students, it will in all probability become a leading text in college and university classes in economics.

A new history of Latin America.—Considerable interest has of late developed in the history of Latin America. While courses in this field to date have been confined to colleges, there are a few individuals who would introduce a course in the history of our neighbors to the south into the high school.

¹ *Principles of Political Economy*. Boston: Ginn & Co., 1918. Pp. x+588.